



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Model Lesson Plan

Social Studies Grade 5

Topic 8 - Tribal Land Features and Tribal Connection to Land

Stage 1 Desired Results

Established Goals:

- Students will know and locate common features of the seven Montana Indian reservations, including tribal colleges, seats of tribal government and schools. [GLE 5.3.1]
- Students will recognize each Montana tribe has its own unique oral history, and most place their people in their current traditional lands. [GLE 5.4.2]

Understandings:

- Each reservation is land that a tribe reserved for itself when it relinquished its other land area to the United States through treaties or Executive Orders. [EU 1,4]
- Each reservation is a Nation. [EU 1,4]
- Tribal geographies often span landscapes far from the reservation boundaries. [EU 1,4]

Essential Questions:

- Why are reservations nations? Why is this so?
- How does who I am shape my views about reservations?
- What do I need to know about reservations as nations?
- Why does it matter that Cheyenne geography spans landscapes ranging from Hudson Bay to Minnesota to Montana?

Students will be able to...

- Apply geographic knowledge and skills (location, place, regions, movement, human/environment interactions) appropriate to the lesson.
- Label a state map with all seven reservations and the tribes living on each reservation.
- Label the land leased to the Little Shell Chippewa, as of 2007.
- Label features on the Northern Cheyenne Reservation (or another Montana reservation): tribal capital, tribal college (name and location), significant physical and political features, picture the tribal flag)

Students will know...

- Reservations are nations; Montana has seven reservations (name these).
- A reservation is a land base which a tribe or tribes reserved, through treaty.
- Although the Northern Cheyenne reservation is contained within Montana, historically these people ranged from Hudson Bay to Minnesota to Montana.

Stage 2 Assessment Evidence

Performance Tasks:

- Label a state map with all 7 reservations; also label land of the Little Shell Chippewa, as of 2007.
- Label features on the Northern Cheyenne Reservation (or another Montana reservation).
- Discuss/write about reservations as nations; include the significant political features that reservations have in common with the U.S. and state government (for example, capital, government offices, flag, colleges, etc.)



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Stage 3 Learning Plan

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results:

W= help students know where the unit is going and what is expected?

H= hook all students and hold their interest?

E= Equip students, help them experience the key ideas and explore the issues?

1. Students and teachers generate “I Can” statements that outline the information to be learned, the thinking to be accomplished, and the tasks to be completed. These are based on the lesson goals and Essential Understandings. “I Can” statements orient students to expectations, hook their interest, and structure the lesson to the key ideas and issues. **For example:**
 - I can write reasons why reservations are nations.
 - I can identify and locate physical and political features on the Northern Cheyenne reservation.
 - I know why “Cheyenne landscapes” extend further than the Northern Cheyenne reservation. I know the significance of Cheyenne traditional lands for the Northern Cheyenne people.
 - I can identify possible misunderstandings I may have about reservations and tribal sites. I am aware that my pattern of thoughts can influence my understandings.

R= Provide opportunities to rethink and revise their understandings and work?

E= Allow students to evaluate their work and its implications?

2. Utilize materials and the resources listed below. Supply each student with a Montana highway map, and take time to orient the class to the Northern Cheyenne reservation and its surroundings. Have students outline the reservation in color.
3. Supply each student with blank Montana student maps, and the Northern Cheyenne reservation maps (see below for information on obtaining these).
4. Take time to locate and discuss the relevant physical and political features within the reservation; students should locate and place each particular feature on their own reservation map. **IMPORTANT:** This is completed as a guided activity so that the teacher can give appropriate background while students complete their maps. Students should take notes as decided by the teacher; they can use the information in discussions and assessments

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

5. Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.



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O= Be organized to maximize initial and sustained engagement as well as effective learning?

6. This particular lesson may take 2-4 days (50-minute periods), depending on students' backgrounds. Discussion and frequent active rethinking should keep student engagement and learning high.

Materials/Resources Needed:

- Blank Montana student maps, one per student.
- Montana highway maps, one per student.
- *Lame Deer Schools Northern Cheyenne Social Studies Curriculum*, available at the OPI Indian Education Website. It is highly recommended that you read relevant selections to increase your own understanding of the Northern Cheyenne tribe yesterday and today.
- Northern Cheyenne Reservation maps (see *Lame Deer Schools Northern Cheyenne Social Studies Curriculum*, for hand-drawn maps which can be reproduced).
- Northern Cheyenne flag and Flag Song (see *Lame Deer Schools Northern Cheyenne Social Studies Curriculum*, for flag illustrations and background information to be read to your students).

Additional Recommended Resources

Tribal Web sites:

Blackfeet www.blackfeetnation.com

Chippewa - Cree Tribes of the Rocky Boy's Reservation <http://www.chippewacree.org/>

Crow Tribe Apsaalooke Nation <http://www.crow-nsn.gov/>

Fort Belknap – Assiniboine/Gros Ventre <http://www.ftbelknap.org/index.html>

Fort Peck Tribes – Assiniboine/Sioux <http://www.fortpecktribes.org>

Little Shell Tribe <http://www.littleshelltribe.us/>

Northern Cheyenne Tribal Government <http://www.cheyennenation.com/>

Confederated Salish & Kootenai Tribes <http://www.cskt.org>

Montana Indians: Their History and Location. Helena, MT: Montana Office of Public Instruction.
www.opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf

Bryan, William L. Jr. *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, MT: Montana Magazine, Inc. 1995 ISBN: 0-938314-21-1 (Periodical)

This lesson is extended in Grade Six; Grade 5 students must have a good understanding of a reservation as nation, and the geographic features (physical, political) of the reservations. In Grade Six students will learn about the cultural geographic features of Montana reservations.